



# Feedback Policy

July 2022 - Version 1.3

Review date: July 2025

Honesty

Respect

Courage

Kindness

Positivity

"All Different, All Equal, All Achieving"

## Version Control

Date	Version	Status / Comments / Description
July 2017	1.0	Original Revised Policy
June 2019	1.1	Reviewed and re formatted C. Clarkson
July 2019		Approved by FGB - 9 July 2019
July 2021	1.2	Reviewed and updated C.Clarkson
March 2022	1.3	Reviewed and updated N. Parry
July 2022		Ratified at P&A Meeting 11/07/22. Staff notified of new policy and uploaded to website.

## Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

\* \* \* \*

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

We believe that three principles underpin effective marking: it should be *meaningful, manageable and motivating*.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. Feedback can be verbal or written and can take the form of peer marking and/or self-assessment.

At Park Hill Infants, we place an emphasis on regular verbal feedback, combined with the use of weekly written feedback for all groups of children as well as a variety of visual marking stamps which are consistent across the school. Verbal feedback is given regularly to move the children's learning forward both in and after the session. Teachers record positive praise and pose a question or instruction to consolidate the children's learning and/or to challenge them further.

### 1.Weekly Marking Expectations:

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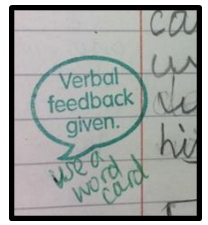
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- **Verbal feedback** should be used as the most regular form of feedback. This should occur daily during lessons and should be noted regularly on pupil's work using a *Verbal Feedback stamp* (or by writing V.F for shorthand) with a short annotation of the feedback given.
- One **'Bubble and Block'** – (strengths and areas for development) comment should be made for English and for Maths *once weekly* by the teacher.
- Pupils should use the **'Bubble and Block'** post its to self-assess their own work *at least once each half term* in a writing session.
- Pupils should use the **'Bubble and Block'** post its to peer-assess the work of one of their peers *at least once each half term* in a writing session.
- All English and Maths work should be assessed and highlighted by the teacher on the *corner of each page* as to whether the learning objective (WALT) has been met by the child in the specific piece of work. (Red / pink = not met, Orange = working towards / some evidence Green = met, Blue = exceeded).
- For the foundation subjects and Science, the subject name, (often printed on the WALT sticker), should be highlighted using the same colour code as above. These on-going, highlighted assessments should match and inform the teacher's summative judgements over time.
- All work is assumed to be mainly *independent*. Where a child or group of children have been *significantly assisted* by an adult eg: supported with spelling or using finger spaces, the work should be stamped: **TA or T assisted work**. These stamps should be annotated with the ratio of pupils to adult (eg; 1:1 / small group).



*\* All feedback given by teaching staff should model high standards of Standard English with clear handwriting\**

## 2. 'Bubble and Block'

When giving feedback each week, the **'bubble'** shape is used to show the positive steps of progress which the pupil has made. The **'block'** (square) shape is used for the pupil's next step in learning. The shape (whether it has been drawn by the teachers around their written/stamped feedback, or is shown through the use of stick in post-its) acts as a visual reminder of what went well and what the child should now do to improve.

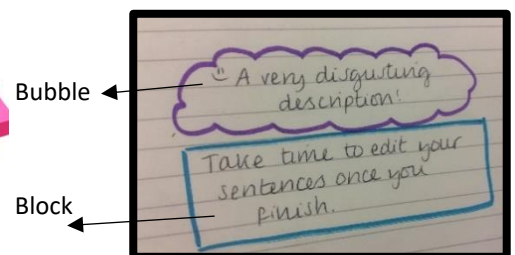
**Bubble Post-its**  
for peer and  
self assessment



**Block Post-its**  
for peer and  
self assessment



**Teacher Bubble and Block**



### 2.1 Marking Stamps / responding to marking

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A **pencil stamp** should be used regularly, (at least weekly), beside the **'block'** comment as a *prompt for the child to respond* to the comment or task set by the teacher. The teacher then needs to *regularly check* that this **pencil stamp** feedback has been completed by the child.



Please practise spelling:

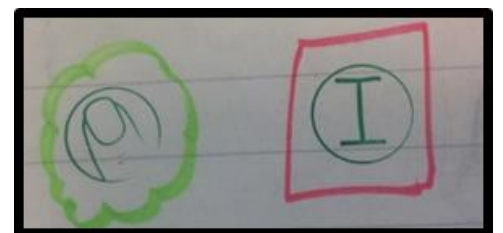
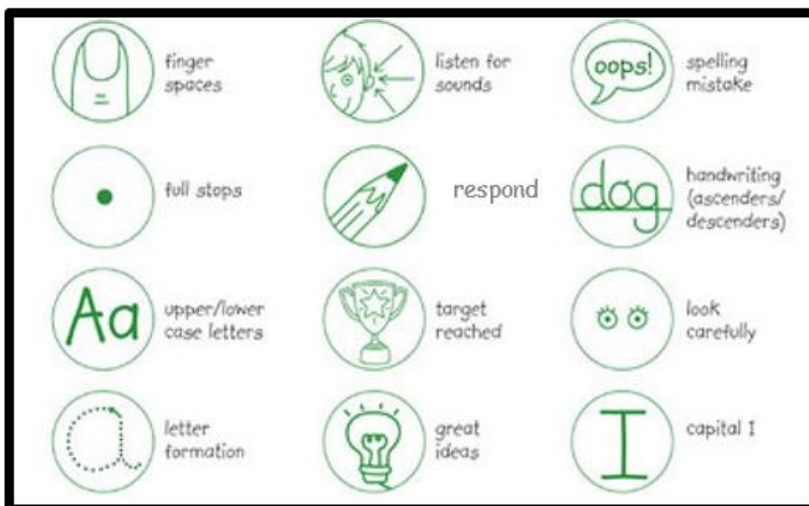
should \_\_\_\_\_

would \_\_\_\_\_

could \_\_\_\_\_

ALL children in KS1 should be given time to revisit their work weekly in all subjects and should respond to the teacher's comments during at least one, weekly, designated 'Morning Work' session (this can be carried out alongside the teacher or TA during if needed). In EYFS, this response time should be carried out during the session where possible, with the children.

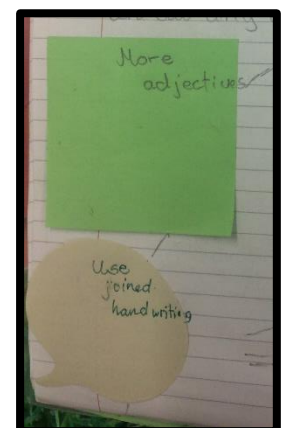
For pupils with little English or still learning to read full words, the **'Pedagogs Marking stamps'** (see picture) are used as a whole school code for different aspects of their writing. These can be stamped and put into the drawn 'Bubble and Block' shapes accordingly in place of a teacher's written feedback.



**2.2 Pupil 'Bubble and Block' self-assessment:**

Every half term the children should have at least one opportunity to self-assess their written work. They should use the bubble and block shaped post its to write themselves comments. This needs to be explicitly modelled and discussed during the lesson so that the children know what makes their work successful.

No stamp needs to be used when a pupil has self-assessed their own writing, although this can be used if needed.



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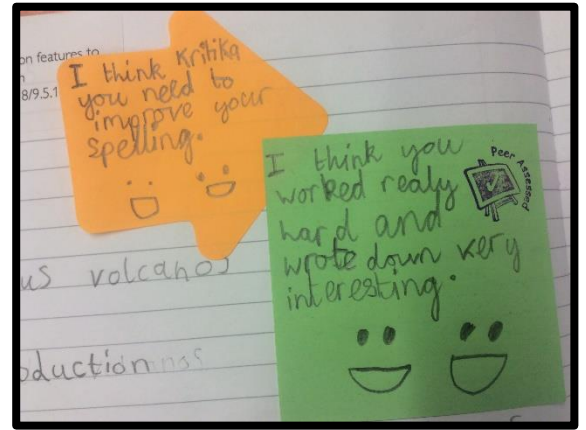
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### 2.3 Pupil 'Bubble and Block' peer-assessment:

Every half term the children should have at least one opportunity to peer-assess another child's written work. When a piece of work has been peer assessed then the child who has reviewed the pupil's work should write their name beside the feedback they have given. (This can be stamped with the 'peer assessed' stamp if the child forgets to do so).



### 3. Effective Feedback:

Written feedback for every **bubble and block** should focus on the **learning objective (WALT)** from the session, or the pupil's current **writing target**. The '**Bubble**' comment should give praise and celebrate the best part of that piece of work, and the '**Block**' comment should help the child in 'moving on' from what they have done and what they need to do in order to achieve the **WALT** at a higher level, or to consolidate on what they have learnt.

Effective feedback can take the form of many comments and questions, and can be identified as being:

- **Directive** (asking the child to complete something specific, or do something a specific way)
- **Consolidatory** (checking the child's understanding in order to clearly achieve the WALT)
- **Reflective** (asking the child to re-think, check or explain their reasoning)
- **Deepening** (furthering the child's knowledge or skill-base against the WALT)

#### *English examples:*

- WALT: Identify background information to describe a character: "Can you describe something that happened which showed you Mr Twit would not make a good friend?" or "He showed me that he was sneaky when ....." (Finish the sentence).
- WALT: Form sentences with full stops: "Please circle all of the full stops you have used correctly." "Please add full stops in green pen where you have forgotten them".
- WALT: Expand noun phrases using effective adjectives: "Which do you think is your most effective noun phrase and why?".

#### *Maths examples:*

- 'Is this always true? Explain how you know.'
- 'Could you use another method to check? Show me how.'
- 'Is odd + odd always even? Or just sometimes? Give me some examples.'

If you find errors when marking Maths work, especially when teaching calculations, use the following process:

1. Identify the error

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2. Next to the work, model the correct procedure and answer.
3. Set another example for the child to complete, marking it with the **'pencil stamp'** to highlight to the child that a response is necessary.

**Topic work/ foundation subject examples:**

- 'Can you find and name a city in each continent?' (Geography)
- 'What was Florence Nightingale's biggest achievement?' (History)

**3.2 Correcting Spelling and Grammar**

Spelling, punctuation and grammar should not be scrutinised in every piece of work because children cannot effectively focus on too many things in one session. However, where spelling from the 'Common Spelling Words' card for the specific year group are incorrectly spelt by a child in their writing consistently, they should be practised. The green pencil stamp should be used and the teacher should model the correct spelling for the pupil to practise. The spellings being modelled should be words required in the KS1 curriculum, or key topic words so that the child's spelling improves over time at a level which is appropriate to the child's developing spelling ability.

**3.3 Proof Reading and Self-editing**

When work is finished, children in KS1 should be prompted to 'proof read' in order to check their work and amend simple errors independently using a green editing pen. Pupils in Year Two should also be given regular time in sessions or during 'morning work' to improve their writing in green pen.

**4. Writing Targets**

All pupils should have a writing target card at the front of their writing / topic book, stuck in as a 'flap' which can be accessed during writing sessions. This card should have a clear and specific target which the pupil is aware of and understands ways in which to achieve. This is then marked through the use of a tick, smiley face, stamp or sticker and the appropriate date should be noted.



For KS1 the expectation is that they demonstrate their success against a target on 5 different occasions. For EYFS, they should do so on 3 different occasions.

The Headship Team, year group and subject leaders will regularly analyse children's workbooks and give general / year group / independent feedback where necessary. This policy will be reviewed regularly with all staff to ensure feedback in the school is effective for all groups of pupils in order to reduce any unnecessary workload for teaching staff.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

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